

Intro to Texts and Technology

ENG 6800 – 0001

Dr. Mel Stanfill

Fall 2021

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Office Hours: By appointment
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or via Webcourses

Mondays 6-8:50pm
Trevor Colbourn Hall 351
3 Units

Course Description

This course provides an introduction to the PhD in Texts and Technology. Emphasis on interdisciplinarity, understanding academic fields and their relationships to each other, developing an academic identity, and fundamentals of success for both graduate school and academia. PR: Graduate standing or C.I.

Course Objectives

In this course, students will:

- Explore the six tracks (digital humanities; digital media; editing, publishing, and interdisciplinary curating; public history; rhetoric and composition; scientific and technical communication) of Texts & Technology through analysis and discussion of core texts.
- Learn about the numerous interdisciplinary fields that inform and influence the field of texts and technology.
- Become familiar with some core concepts that will recur throughout the T&T program, and which form the theoretical basis and backbone of the program.
- Be introduced to some of the basic concerns, concepts, and methods in the emerging interdisciplinary scholarship of Texts and Technology.
- Engage in scholarly conversation about the course texts and concepts they take up, in the process improving interpretation, writing, design, and argumentation skills.
- Become more familiar with program policies and expectations as well as professional presentation and publication strategies.
- Understand the fundamentals of web platforms.
- Apply basic syntax and markup language to build structured web documents (e.g., HTML).

Required Texts

De Kosnik, Abigail. *Rogue Archives: Digital Cultural Memory and Media Fandom*. Cambridge, MA: The MIT Press, 2016.

Grabill, Jeffrey T. *Writing Community Change: Designing Technologies for Citizen Action*. Cresskill, NJ: Hampton Press, 2007.

Gold, Matthew K., Lauren Klein (eds.) *Debates in the Digital Humanities*. Minneapolis: University of Minnesota Press, 2016.

Available for purchase in print or for free online:

<http://dhdebates.gc.cuny.edu/debates/2>

Klein, Julie Thompson *Interdisciplining Digital Humanities: Boundary Work in an Emerging Field*. Ann Arbor: University of Michigan Press, 2015.

Available for purchase in print or for free online:

<https://quod.lib.umich.edu/cgi/t/text/text->

<https://go.openathens.net/redirector/ucf.edu?url=https%3A%2F%2Fwww.jstor.org%2Fstable%2Fj.ctt1pwt9w5>

Noble, Safiya Umoja. Algorithms of Oppression: How Search Engines Reinforce Racism. New York: NYU Press, 2018.

Available for purchase in print or for free online:

<https://go.openathens.net/redirector/ucf.edu?url=https%3A%2F%2Fwww.jstor.org%2Fstable%2Fj.ctt1pwt9w5>

Selber, Stuart Multiliteracies for a Digital Age. Carbondale, IL: Southern Illinois University Press, 2004.

Policies

Grading and Asignments

A	=	94-100	B-	=	80-83	D+	=	68-69
A-	=	90-93	C+	=	78-79	D	=	64-67
B+	=	88-89	C	=	74-77	D-	=	60-63
B	=	84-87	C-	=	70-73	F	=	0-59

100 points 10x Weekly Exams Summary

In 10 weeks of their choice, students will summarize the required readings as if for a candidacy exam using the provided template. This is due 3 hours before class time to allow me to review them.

50 points Code every day

You should spend at least 15 minutes every non-weekend day working on your coding. The point here is consistency and putting the time and effort in. You will be graded based on your self-reported coding activity as a proportion of the cumulative total of days (5 in week 1, 10 in week 2, etc., for a total of 70 non-weekend days in the semester).

150 points Publication Venue Review

October 8

Students will choose a journal or proceedings conference relevant to their field and review the last 3 years of published papers for how T&T texts and concepts appear.

300 points Build a Web Presence

November 19

Create a professional website with the name you intend to use to publish

400 points Journal Article

December 3

Throughout the semester, students will work toward a draft of a journal article. This will include a proposal, a first draft, peer review, and a second draft with a letter to the editor about revisions.

1000 points Total

During the first week, there is a required **Academic Activity Verification**, due August 27 by 11:59pm.

Faculty members are required to document students' academic activity at the beginning of each course. To document that you began this course, please complete the Academic Activity Verification by the end of the first week of classes, or as soon as possible after

adding the course. Failure to do so may result in a delay in the disbursement of your financial aid. This is required even for students who do not receive financial aid.

Grades will be reported via Webcourses.

I do not accept late work. All work must be turned in on time. If you have a situation that prevents you from being able to turn work in on time, you must ask for an extension before the due date.

Extension requests must be made in writing, with a clear proposed date for when you will be able to turn in the assignment.

All work that you submit for this class must be your own, and it must be written exclusively for this course. Also, any sources consulted for your writing must be properly documented.

“Rewriting,” in which a student consults a source, changes a few words, and presents the ideas as his/her own, is plagiarism. **Plagiarism and cheating of any kind on an assignment will result at least in an “F” for that assignment** and may also lead to an “F” for the entire course. Plagiarism and cheating subjects a student to referral to the Office of Student Conduct for further action. See the UCF Golden Rule (<http://www.goldenrule.sdes.ucf.edu/>).

General

Accommodations for persons with disabilities

The University of Central Florida is committed to providing reasonable **accommodations for persons with disabilities**. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons, Bldg. F7, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, sas@ucf.edu, before requesting accommodations.

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

COVID-19

UCF expects that all members of our campus community who are able to do so **get vaccinated**, and we expect all members of our campus community to **wear masks indoors, in line with the latest CDC guidelines**.

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In-Class Recording Statement

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use.

A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject.

Recording classroom activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations is prohibited.

Recordings may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member.

This class does not have any lecture content, and therefore is not subject to this policy.

Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

Emergencies

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

In case of an emergency, dial 911 for assistance.

Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at http://emergency.ucf.edu/emergency_guide.html.

Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.

If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html>.

To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."

Students with special needs related to emergency situations should speak with their instructors outside of class.

To learn about how to manage an active-shooter situation on campus or elsewhere, consider

viewing this video <https://youtu.be/NIKYajEx4pk>.

Weekly Schedule

Week	Date	Reading	Assignment
1	August 23	<p>Sweeney, Miriam E. 2012. "How to Read for Grad School." http://miriamsweeney.net/2012/06/20/readforgadschool/.</p> <p>Thompson Klein Intro, Ch 1, 2</p> <p>Gold and Klein Intro</p> <p>T&T Handbook: https://tandt.cah.ucf.edu/wp-content/uploads/sites/40/2021/07/2021.Student.Handbook.TT.pdf</p>	Academic Activity Verification
2	August 30	<p>Selber Ch 1, 3</p> <p>Gold and Klein Ch. 10, 48</p> <p>Locating Praxis in Digital Studies: Designing Courses for Graduate Students https://jentry.github.io/uw/ through The Aims of My Digital Studies Courses (i.e., stop at Some Possible Three-Course Sequences)</p>	
3	September 6	Labor Day	
4	September 13	<p>Selber Ch 4, 5</p> <p>Gold and Klein Ch. 5, 9</p> <p>Whitson, Roger. 2012. "The Ins and Outs of a Professional Academic Website." https://theprofessorisin.com/2012/02/07/the-ins-and-outs-of-a-professional-academic-website-guest-post-2/.</p>	Paper Proposal
5	September 20	<p>Grabill Ch 1-3</p> <p>Gold and Klein Ch. TBD</p>	
6	September 27	<p>Grabill Ch 4-6</p> <p>Gold and Klein Ch. TBD</p>	Website checkin
7	October 4	<p>De Kosnik, Abigail. 2016. Rogue Archives: Digital Cultural Memory and Media Fandom. Cambridge, MA: The MIT Press. TBD</p>	

		Gold and Klein Ch. TBD	
8	October 11	De Kosnik pp. 123-191, 315-354 Gold and Klein Ch. TBD	Journal Review due
9	October 18	Noble, Safiya Umoja. 2018. Algorithms of Oppression: How Search Engines Reinforce Racism. New York: NYU Press. p. 1-109 Gold and Klein Ch. TBD	
10	October 25	Noble p. 110-186 Gold and Klein Ch. TBD	Website checkin
11	November 1	Faculty Panel #1 – TBD	
12	November 8	Faculty Panel #2 – TBD	Website due
13	November 15	Faculty Panel #3 – TBD	
14	November 22	Gold and Klein TBD Ahmed, Sara. On Being Included: Racism and Diversity in Institutional Life. Durham; London: Duke University Press Books, 2012. TBD	Journal Article draft due
15	November 29	Thompson Klein 3 and 4 Gold and Klein TBD	Peer Review due
16	December 6	No class meeting	Revised Journal Article due